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ABSTRACT

The purpose of this guide is to describe implementation strategies for the establishment of a career information center in a large urban high school with particular attention devoted to the administrative arrangements and staff roles involved in such a center. Developed out of the author's experience in the New Brunswick, New Jersey career information center, it is intended for use by educators planning similar centers. Five chapters describe administration, career information center operations, and activities performed by the school-industry coordinator, multimedia coordinator, and job placement coordinator. Appendices include project staff job descriptions, sample flyers for students and teachers, project newsletters, teacher's guide to the effective use of community speakers, a teacher's guide for field trips, examples of request and materials record forms, an occupation information outline, and community survey and community resources forms. (TA)

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Department of Education
Division of Vocational Education

CAREER INFORMATION CENTER: STAFF ROLES

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U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Dr. Joseph F. Kelly

Project Director
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The author wishes to thank the program staff for their contributions of chapters in their areas of specialization.

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INTRODUCTION

The purpose of this guide is to describe implementation strategies for the establishment of a career information center in a large urban high school. Attention is particularly devoted to the administrative arrangements and staff roles involved in such a center. Hopefully, the volume will be of use to educators planning similar centers.

The guide was developed out of the author's experience in the New Brunswick, New Jersey career information center. This center was established in January, 1971, as part of New Jersey's Governor's Career Development Project. First steps at the New Brunswick program included the formulation of a career education philosophy and a program rationale.

Philosophy

Districts involved in comprehensive career education will find it useful to develop their own localized philosophy of career education. Among the particular concerns of New Brunswick were that career education was not:

a. Another name for Vocational Education.

b. To be offered as a separate course.

c. A "here today, gone tomorrow" project that would disappear as the funding decreased.

Career Education is built into all academic disciplines. Vocational Education plays a large part in preparing students for a career, but so does English, mathematics, and science. If experiences

we have in school can help us become contributing members of society, then we are all working toward the same goal. Career Education should blend in, and enhance the learning that is already taking place in the schools. It should be in every classroom and taught by every teacher.

A student in an English class, should be made aware of the various careers that relate to the subject in addition to being an English teacher or a journalist. The students should realize that not very far from the school someone is using the skills they are now learning, in order to make a living.

Career Education is a broad-based concept; therefore, an effort was made to incorporate the program in the same manner for all students, at all levels, in all disciplines.

RATIONALE

There were enough statistics being formulated on the national and state levels to suggest a need for our program. These were such things as average job changes per worker, demand for specialized training, college drop out rates, and anticipated future job role changes.

In New Brunswick consideration was given to the increased demand by students for career information, the increased demand for vocational and technical education, the indecision of many students regarding their career goals, the difficulty of students in choosing electives, attendance problems, drop out rate and the unrealistic attitudes of many students toward various jobs. We felt the need for a Center was definitely established.

I. ADMINISTRATION

Prior to the formal institution of a Career Development program in the New Brunswick Public Schools, an attempt was being made, through specific courses, to provide students with some sequence of exploratory experiences in occupational education. At that time the Program was referred to as a Comprehensive Program of Employment Orientation. This program was basically vocational and was trade-oriented in nature. It was realized, however, that an expanded effort to provide occupational information for all students, of all abilities was desirable and necessary. The basic constraint at that time was monetary. When, in the summer of 1970, New Brunswick was chosen for inclusion in an experimental program of Career Development, New Brunswick was ready and willing to be involved.

Strongly backed by state education officials, the governor and the New Jersey State legislature, the Career Development program was initiated in 1970. Its goal was to make all students from kindergarten through grade 12 more adequately prepared to cope with today's complex society. CAREER DEVELOPMENT is a program designed to allow students at all levels to become acquainted with the technical aspects of our society, to acquire new skills while giving them essential academic subject matter. It attempts to make the students more aware of their needs, interests and abilities. The ultimate aim is having them find their proper role in society; either through a job or by continuing their education. In the process, CAREER DEVELOPMENT creates a sense of satisfaction in the young students by allowing them to understand and control their future. By focusing on an integrated curriculum, teaching techniques and underscoring

the relevance factor, CAREER DEVELOPMENT is succeeding in filling the educational gaps that have long existed in our American public school system. It is stirring a career awareness in students. It aims to eliminate the historic "drift" of students into adult life. New Brunswick's pilot program, launched with an appropriation from the State Legislature and sponsored by the State Department of Education, is showing remarkable progress. This progress is the result of the support given the program by the teachers, administrators, the New Brunswick Board of Education, the community and the cooperative efforts of the state, county and local education officials. No program can survive if it does not have all of these components.

Career development must continually change in order to meet the continuing needs of our students. These changes must be on-going and at all times directed to service. If Career Development is to achieve its goals, petty problems of administrative responsibility must be solved immediately.

The New Brunswick program has been very fortunate from an administrative standpoint. The Superintendent and the Board of Education have been very supportive of the program and have given the Director of Career Education the authority to overcome problems which could otherwise grow into real obstacles.

At the initiation of the program, the administrative responsibility was on the level of supervisor. The position of supervisor was a basically secondary position which meant that each building level administrator could arbitrarily put a stop to program development, if he or she so desired. This may be valid from an administrative standpoint. However,

this was a system-wide program, one in which continuity was absolutely imperative.

The administrator of the program was then elevated to the position of Director of Career Education, a staff position, and one directly responsible to the Superintendent of Schools. The existence of this position at the staff level has contributed immensely to the success of the program.

During the development of the program, many administrative changes were necessitated as a result of both administrative reorganization on a district-wide basis, and the institution of a comprehensive program of educational reform within the district. Change is constant in the roles and responsibilities of the staff within the program. New Brunswick has been able to make these changes. Staff members are constantly reviewing their roles in light of the goals of the program. Changes are then made which enable them to better perform their responsibilities. In order for a program to operate, each person's role must be defined in terms of program goals and objectives. This process must be a continuing and ongoing one. Several concerns, however, remain of constant importance:

A. Strong administrative structure
    1. Program goals and objectives
    2. Job descriptions
B. Program development
    1. Separate classes, ("add-ons")
    2. Integrated curriculum
    3. Career guidance

Other necessary concerns are program planning, assessment, and evaluation.

It is clear that the success of Career Development will be determined by the creativity of the program staff, a staff which must work together as a team, and keep a constant open line of communication with each other and all segments of the community.

When the project began, the scope of career education had been limited primarily to junior and senior high levels. Career Development is succeeding in broadening that horizon. It is endeavoring to develop the fullest potential of our school children, starting in kindergarten. Certain priorities have been set in this on-going effort. Greater parental interest, making all teachers more aware of their role in this new concept, development of more materials to serve bi-lingual students, and expanded facilities are some of them.

For districts wishing to initiate a Career Development program we would make several suggestions. These are a result of both the errors we have made, and the successes we have achieved.

1. First, establish a Career Information Center as the focal point of the entire program.

2. Utilize the integrated curriculum approach in all curriculum areas.

3. Develop a system-wide Career Guidance program with measurable objectives.

4. Initiate specific classes, such as T4C, IV and CSWS and other classes which may fulfill a specific need at a given time.

Above all: be flexible, be creative, and provide both teacher and students the assistance they need in order to make the career decisions which will affect them the rest of their lives.

II. CAREER INFORMATION CENTER OPERATIONS

The Career Information Center should be used as a resource by students, teachers, administrators, parents and other members of the community.

The New Brunswick Center initially was geared to deal with teachers. If one teacher is able to reach over 100 students, then working with several teachers could involve hundreds of students. This was a good way to start, but it brings out the desire of individual students for further information. At this point, facilities should be expanded to include services for individual students as well.

Such services might include:

1. Use of individual carrels containing small screen slide projectors (Dukane).

2. Use of filmstrip-cassette sets.

   a. general topics (Guidance Associates)

   b. specific careers (Pathescope)

3. Occupational files listed alphabetically. D.O.T. numbers were tried, but alphabetic listings were easier for students to use.

4. School and industry files containing materials from various public and private schools, as well as materials that refer to a particular industry. Any materials that deal with several jobs should be filed here.

5. Microfiles (Chronicle Career Microfile and the V.I.E.W. deck produced by Central-Jersey Industry Education Council) containing information concerning careers requiring all levels of education. V.I.E.W. contains information for 100 entry level jobs within the Central Jersey area.

6. A master card file may be used to alphabetically list a career and locations of information sources. For example, a card for nursing could refer the student to two different filmstrips, materials in the occupational file, materials filed under nursing schools, materials in the industry file under health careers, and materials on audio tapes or in the microfile.

7. Audio-visual equipment may be lent out to students for work on projects related to careers. These might include tape recording interviews, producing 8mm movies, video-taping interviews at the unemployment office, etc.

8. The Job Placement Coordinator should be available to the students.

These services should be publicized through means such as career posters in all classrooms, "happy face" buttons with career power on them; "free" passes to the Center, and monthly newsletters. These methods are quite expensive, but the results are worthwhile. These promotions may also be used in developing community relations.

As the Career Information Center begins to actively work in the school, teachers will demand additional services. The key point to remember is to show teachers how career materials fit into <u>their</u> curriculum

and how the Center may help them. A good way to serve teachers is to categorize your materials into academic areas. When receiving a filmstrip, list it under the academic areas it would best serve. It would then be possible to take out a social studies card and have a list of multi-media materials that are pertinent to the social studies teacher.

For each academic area mark a box with a particular color. A red line would mean English, a blue line, math and so forth.

Here are some examples of how teachers may be served:

1. Bring speakers into the classroom to discuss specific careers or to discuss a concept that is being taught in class. Let a craftsman from the phone company tell the class about Ohm's Law.

2. Arrange field trips to see careers or how concepts were used to make a living. A trip to an advertising agency may be made to observe language arts skills used in the world of work.

3. Multi-Media equipment is useful when it is not feasible to take a field trip. Video Tape, slides, photographs or filmstrips may be used.

4. Multi-Media materials may be used in the classroom. The Guidance Associate filmstrips may be used by various teachers because of their general topics, such as homework, drop outs, college, getting along, etc.

5. Homework assignments relating to specific careers may send students to the Center. The teacher might post a list of careers and ask the students to investigate one.

6. Specific career interests may bring some students from a particular class to the Center to hear a speaker, and stay behind for a different activity. A science class might be split up, with some students speaking to a photographer, while others learn about laboratory technicians.

In some cases, teachers are interested in field trips, but do not have funds. They may not really care about the career aspects of the trip. By showing the teacher the various careers they would encounter on the trip, and having them tape interviews on the site, worthwhile materials could be produced. A camera should also be taken and also show the teacher how careers blend into their class work. A science trip to a water treatment plant can easily serve both functions.

One pitfall to avoid is having the media man involved in every activity in the school. He might be kept busy with non-career activities from early morning to late evening. Be selective in assignments; students may be trained to assist in these activities. There is usually a group who would be glad to serve as a "video crew."

The secretary is an important person in the Center. She performs the normal secretarial duties as well as being an "occupational information assistant." In many cases, she is the first one to serve the student or teacher. She should be knowledgeable in locating career materials and ready to aid and suggest materials. There will be many times when the career staff is out of the office, and she will be called upon for assistance.

The Center should look like a resource center, not an office. If the secretary's desk is right by the door, it may discourage visitations; therefore, the secretary's desk should be located away from the entrance.

Keep free materials, carrels for self study and microfiche reader-printer near the door so students can come in and use them without being disturbed.

The Career Information Center can be used in many ways, limited only by imagination and creativity.

The following brief statements were found to be useful in establishing a Center and have already been mentioned in this and other chapters in more detail:

1. Obtain full support of the Superintendent and Board of Education before initiating the program.
2. Develop a philosophy and then determine objectives.
3. Develop community resources in the initial phase of the program.
4. Career information can be used in all subject areas.
5. Set up career files alphabetically.
6. File materials by academic areas.
7. the Center should not look like an office.
8. Allow students to browse.
9. "Sell" the program.
10. Keep accurate records of visitors, use of materials and pupils served.
11. Take the program to the community.
12. Keep in touch with the Occupational Resource Center in Edison, N.J.
13. Visit other centers.
14. Produce local materials
15. Concentrate on certain areas of media rather than getting a little of everything (microfiche, filmstrips, video tape, films, etc.)

16. Have workshops for teachers whenever possible. (Topics should include using the Career Information Center or using video tape equipment in the classroom).

17. Ask for feedback about the materials. Materials can become outdated, or may not be appropriate on certain levels.

18. Do not be afraid to limit activities. Stress quality rather than quantity.

19. Remember, the career staff is a team. Meet and discuss projects frequently.

20. Do not be afraid to make changes when needed, and be flexible.

21. Include career materials for college bound students. College is another step in the career development process.

22. All staff members should have a knowledge of all facets of career education. The positions are all related to each other and support each other.

III. SCHOOL-INDUSTRY COORDINATOR

The school-industry coordinator is one of the most important positions in the initial phase of the program, because he or she establishes contacts that can serve as basic resources for other staff. If initial contact is made with 20 or 30 of the leading industries and businesses in the area, one can develop an ample bank of resources that will serve most purposes.

Business and industry people are most cooperative and willing to lend a hand. They haven't done so before because they really didn't

know how or who to contact. Both sides will be enlightened in this relationship. Businessmen are usually quite surprised at the variety and level of school programs. Teachers will also find out that there are many ways in which "school learning" is used in the world of work. It is also a good opportunity for the teachers to find out where many of their former students are employed.

Perhaps during the summer the school can provide "in-service" training in this area to allow several teachers to work on this project. This is called a Community Resources Workshop, and could serve to develop materials for all subject areas.

It is always advisable to set up visits by calling well in advance. Sometimes it will take more than one call, because you may not always get the right person. Be ready for the "switchboard bingo" that may develop. You can be switched from extension to extension, and it is possible that you will be disconnected occasionally. This is all par for the course. Be patient.

New Brunswick staff use a standard form when going out for a visit. A copy of this form is included in the Appendix. Basically, you will be looking for four things:

1. Field Trips. Will they accept any? What will be seen? For what age groups are they suited? For what size groups? What safety precautions are necessary?

2. Speakers. Are any available? What topics can they speak about? When is a good time for them to visit the schools? (Many companies do not have regular speakers, but will end up volunteering.)

3. Audio-Visual Materials. Many companies have prepared materials they can lend you or magazines and trade journals that they will let you have. Don't overlook the possibility of scrap materials that could be used in the school.

4. Jobs. Are there part-time jobs available? Summer jobs? Full-time jobs? What are the qualifications? What is the salary? What benefits are available? When is the best time to apply?

As forms are gathered these may be compiled as a "Community Resources Directory." This directory can provide sources to contact for needs as they develop. If you have a request you are not sure of, a few phone calls can put you on the right track. You will have developed many helpful relationships.

Once these contacts have been made, the School-Industry Coordinator must now devote more of his time to the utilization of these resources. The easy part is now over and the more difficult part begins.

It is at this point that the task of enlightening the teachers begins. This change can be a slow process. Find out what the teachers are doing and show them what resources can help them.

If the program is starting on a limited basis, it is possible to begin with the Director doing the school-industry work, because after the initial phase of the survey, very little activity has to take place to keep the directory updated.

IV. MULTI-MEDIA COORDINATOR

The Multi-Media Coordinator is one of the key members of the Career Development team. Instructional media has an important role to

play in today's education. No program, be it Career Education or otherwise, is able to reach its full potential without a concentrated effort to apply appropriate media to every facet of the program.

A Career Information Center needs a variety of Career Education materials, including filmstrips, audio tapes, records, film loops and the like. To rely heavily on printed materials is unadvisable. Students have different learning styles. Some are print-oriented but many more are visually and/or aurally oriented. Thus, there must be a wide choice of materials available to satisfy the needs of all students.

This wide variety of materials necessitates variety of equipment: automatic filmstrip/cassette viewers and projectors, cassette tape recorders, loop projectors, TV monitors, etc. In addition, utilization of media by students and teachers is vital. For example, videotaping systems are useful for self-concept activities and simulated job placement interviews. Such media-centered activities broaden the instructional/learning process.

Locally produced materials, such as videotapes or slides, may also be needed because commercial materials lack the "local angle."

As envisioned by the educators who developed New Jersey's Career Development Model, the Multi-Media Coordinator has a unique role to play:

"How an individual perceives himself and establishes an 'operational' self image is the outgrowth of a multiplicity of experience because it aids the individual in clarifying his self concept."

"Career Development Project," November 1970
Division of Vocational Education Special Paper.

Experiences are more meaningful when video playback, slides or audio tapes are used to complement the learning exercise. This is

particularly true when the student is the "subject" of the production. Audio-visual media involvement during the various broad stages of career development, K-12, should cut across this program in order to develop greater interrelatedness of experiences.

The goals of the Multi-Media component are as follows:

1. To incorporate the viable dimensions of sight and sound in the learning process.

2. To expand lines of communication between school, community and industry.

3. To broaden and strengthen articulation throughout the entire K-12 career development experiences.

4. To enhance the opportunity for self-awareness.

As seen by the State, the Multi-Media Coordinator's primary function is that of a production specialist who supervises and participates in a variety of production activities. These include videotaping field trips, taking slides and black and white photographs to document the program, and filming or videotaping local industries.

In New Brunswick, the coordinator's role is more of an administrative one. He is responsible for developing and coordinating all multi-media activities in the Career Development Program. He is also a resource person for other project and district staff.

The Career Development staff envisioned a broad role for media in the program. This included having production-type equipment for use when needed, plus having a variety of equipment for teacher and student use (primarily in Technology for Children and Introduction to Vocations).

A basic supply of equipment was purchased: tape recorders, calculators, primary typewriters, film loop projectors, and VTR units.

As a result, the Multi-Media Coordinator's chief duties have been in areas other than production. Specifically, he was to:

1. Provide in-service education in the use of educational media as a means of imporving instruction.

2. Obtain appropriate commercial materials to support the instructional program.

3. Assist teachers and students in producing materials which supplement those availabie thorugh other sources.

4. Assist Career Development teachers and staff in determining appropriate resources for meeting instructional objectives.

5. Inform Career Development teachers of innovative practices, technological developments and techniques for adopting and using media.

6. Disseminate information about the Career Development Program through workshops, formal presentations, informal discussions, and displays.

7. Collect data in order to prepare for anticipated changes in the media program.

8. Determine current media priorities and project long-range needs.

9. Oversee the distribution of equipment and materials.

10. Compile catalogs, bibliographies and other listings of media.

11. Assist other staff members in producing materials for use by the staff.

12. Assist other Career Information Center staff members in carrying out the function of the Center.

In the beginning, the Multi-Media Coordinator should be involved in the setting up of the Career Information Center. He has a key role to play in supervising the purchase of media equipment and materials.

Catalogs of commercial Career Education materials (filmstrips, auido-tapes, kits, etc.) should be studied and a basic supply of items ordered. In this situation, the best way to order materials is on approval, so that they can be returned if found unsuitable. It may be helpful to contact other Career Information Centers for recommendations as to what materials to purchase initially.

Before additional materials are purchased, they should be previewed. If a company is not willing to send their materials for preview, they should not be considered.

The New Brunswick Career Information Center concentrated on purchasing filmstrip/cassette sets. Motion picutres (16mm) were ruled out as being too expensive. A variety of other materials can be purchased for the price of one film.

The Center also purchased a set of taped interviews with people in various careers. A set of occupational job briefs reproduced on micorfiche also was obtained. Film-loops, phonograph records, and other media materials have been added to the Center's collection.

The purchase of media equipment should coincide with the purchase of materials. If the material is on filmstrips, several automatic filmstrip/cassette projectors for use in classroom and a few automatic filmstrip/cassette viewers (frequently called projectors but having built-in viewing screens) are needed. These viewers may be housed in carrels for individual use by students.

A microfiche Printer-Reader is a must if you have purchased an occupational microfiche file. This machine enables students to both read job information and print out copies for later use.

Cassette tape recorders (with headphones) will be necessary if you have audio tapes, as will film-loop projectors if you have loop films. Other types of materials may necessitate the purchase of other types of equipment.

Other equipment purchases will depend upon the types of activities the Multi-Media Coordinator will be engaged in outside the Career Information Center. Such equipment might include:

VTR Equipment:	for videotaping field trips, self-awareness activities, and workers on the job.
Movie Camera:	for filming local industries.
Still Cameras:	for documenting Career Development Programs and field trips.
Graphics Equipment:	dry mounting press and thermofax machine for mounting picutres and making transparencies.
PR Equipment:	slide projector, and heavy duty cassette tape recorder (with synchronization) for public relations presentations.
Misc. Equipment:	primary typewriters, calculators, and loop projectors for use in the classrooms.

To stimualte the use of the Career Information Center it is necessary to let the teachers, administrators and students know that the Center exists and is available.

To do this, New Brunswick's CIC issued a Teachers Guide to all secondary teachers. It contained a listing of equipment and materials available, including a detailed description of each filmstrip. Information about CIC services (videotaping, field trips, etc.) also was included.

A Media Handbook was issued to elementary teachers. It contained a listing of equipment and career awareness materials, suggestions for utilizing various types of equipment and an explanation of services available to elementary teachers.

Public information is one of the Media Coordinator's responsibilities. To this end, the CIC produced (and has since revised) a slide/tape presentation on the overall Career Development Program. Sound-on-slide presentations on the Summer Work Study Program and the Career Information Center were also produced.

Another public information activity, also the responsibility of the Multi-Media Coordinator, is the publication of a newsletter at least four times a year. This newsletter keeps teachers, administrators and other people informed as to what is going on in the Career Development Program. It is printed in a junior high school print shop.

Once the Career Information Center is operational, the Multi-Media Coordinator's duties cover a variety of tasks.

Distribution of Equipment and Materials. If most of the equipment and materials are used only in the high school, there is no problem. Teachers can pick up and return the items they use. However, if equipment and materials are used in other schools, their distribution probably will be the responsibility of the Multi-Media Coordinator.

Record Keeping. This task is essential. An inventory card system is recommended. Each piece of equipment and each material is logged on a separate card. The teacher's name is entered whenever the item is taken out of the CIC. New Brunswick's CIC also uses a supplementary system to facilitate the signing out of equipment and materials. It consists of a form containing space for the following information:

name of item, item number, date issued, teacher's name, department, date due and teacher's signature. The form also has space to indicate how the item is being used (career information, professional instruction, subject information). Pertinent information on these forms is transferred to the inventory cards.

Workshops. It is desirable to conduct workshops whenever possible for teachers involved in the Career Development Program. These workshops should concentrate on specific activities such as videotaping or production of local materials.

Productions. The extent to which the Multi-Media Coordinator is involved in production will depend on whether he is primarily a production specialist or an administrator/resource person. If he is an administrative type, he may have only limited time available for production. In that case, his production work may be generally of a public relations nature.

Miscellaneous. The Multi-Media Coordinator probably will find himself involved in several other tasks. These may include ordering free-loan materials and rental materials, previewing materials, and working with students.

Summary

1. Determine at the beginning what the Multi-Media Coordinator's primary role will be: production or administrative. To some extent this will depend upon whether the coordinator is concerned only with duties

pertaining to the operation of a Career Information Center or whether he is responsible for other segments, too. A coordinator concerned only with the function of the CIC can concentrate on production work. A coordinator with broader responsibilities may be more of an administrator/resource person.

2. In determining your equipment needs, get an idea of what is available already in the school district. There is no point duplicating efforts.

3. Enlist the aid of students (particularly at the secondary level) if possible. For example, New Brunswick's CIC has a student TV crew. It handles most TV activities and handles them well. If you are going to emphasize photography, a student camera club might be useful. Students are interested in such things. Take advantage of this interest.

4. Maintain tight control over the use of your equipment and materials. It is easy for equipment to get lost because it gets left in a departmental office and someone comes along and takes it for his own use. Also teachers may pass on equipment or materials to their colleagues. If possible, insist that they be returned as soon as the teacher is through with them. If necessary, go and get them yourself.

V. JOB PLACEMENT COORDINATOR

To the uninitiated probably no element of the Career Education Program is more deceiving in terms of functions than job placement. It is deceiving because, both in breadth and complexity, the activities

performed go beyond those normally considered. These "extras" should receive quite a bit of thought before developing objectives for a placement program, and before selecting a Job Placement Coordinator.

The two most obvious functions of the placement service are to assist graduating students, by placing them in jobs or finding on-the-job opportunities, and to provide part-time exploratory job opportunities for students still in school. To do this, the placement coordinator must wear many different "hats". Listed are job titles and activities which must be performed by the coordinator and his staff in order to accomplish these functions:

1. Job Market Analyst. Developing jobs and giving accurate up-to-date job opportunity information requires analyzing unemployment, and under-employment patterns in the local area. The coordinator must constantly seek out information and develop contacts that can supply him or her with both local and national labor force trends. The coordinator must develop the ability to not only analyze present needs, but to project future needs in the community.

2. Employment Specialist. As the employment specialist, the coordinator studies specific area businesses. He or she analyzes their corporate personnel structure, their hiring policies, the types of product or service they produce and the specific entry level skills each company requires.

3. Job Development Specialist. In the job development role the coordinator must be a public relations person and a salesperson. Utilizing the information supplied in market analysis and the analysis of specific company needs, the coordinator must initiate and maintain positive communications between the school and the employer. In order

to develop jobs, he or she must not only have verbal skills but must also have the ability to write effective news releases, publicity brochures, and personal letters. It is a time consuming task; the coordinator in New Brunswick made over 140 job development visitations during one school year. In 75 percent of these instances, the coordinator was seeking positions for students requesting jobs, while in the other 25 percent of the visitations, the employer was seeking students to fill positions.

4. Placement Specialist. In this capacity the coordinator's function is one of matching the job to the student and the student to the job. It is important to see the distinction implied in this statement. If the student, in attitude and skills, does not meet the expectations of the employer, it will not be long before the employer drops the school as a source of workers. On the other hand, our prime obligation is to the student, and the student is entitled to a matching process which meets his needs and nurtures his career development. Here again, the "specialist" must call upon work done by the job market analyst, and employment and job development specialists to do the job.

5. Job Coach. The role of the job coach is to see that the student has the best chance of getting and keeping the job. The job coach must prepare each student sent for an interview on ways to handle the interview, and provide him or her with facts about the job and company. The Coordinator must follow-up on each placement, or at least be available to coach when problems develop on-the-job. Awareness of such problems come from both employer and employee.

In order to perform these coaching activities with greater regularity to a larger number of students, many programs, including New Brunswick's, have initiated group job coaching sessions. Groups of students are brought to the Career Information Center for discussions on such subjects as the job interview, filling out application forms, and attitudes towards work. Recently, we have attempted to integrate this type of coaching directly into the academic classroom. Volunteering academic teachers have been provided with topic outlines and supportive audio-visual material for classroom discussion. These activities are developed and coordinated by the placement service.

In carrying out his or her duties, the Job Placement Coordinator will by necessity become involved in other roles. Among these are:

1. Authority on Occupational Information. Because of training and close relationship with the word "job", everyone in the school gravitates to the Job Placement Coordinator with their occupational information inquiries. The coordinator should become familiar with the U.S. Government's OCCUPATIONAL OUTLOOK HANDBOOK and Robert Hoppock's OCCUPATIONAL INFORMATION textbook, since he or she must rapidly find such information within the school and within the community.

2. Source of Information on Vocational and Technical Schools. Although this function has traditionally been one of the guidance department, when a placement coordinator is around, many students seek his or her advice in regard to continued vocational education. The relationship between the coordinator's involvement in the job requirements and that of job requirement training is a natural one. Regardless of who should be responsible for post high school information, we

in New Brunswick find the placement service's involvement with vocational schools and community colleges rapidly increasing.

3. Source of Information on Federal and State Labor Laws. The placement service must be well versed in current wage and labor law information not only to perform its prime placement function, but because many questions from the general community are directed through the school system and to the placement coordinator. Copies of these laws must be within reach of every coordinator.

4. A Source of Information on Community Resources. Even in programs that have a school/industry coordinator, the placement coordinator is often called upon to find and contact speakers, field trip resources, government agencies and community welfare services. Because of the time the coordinator spends in the community, his or her contacts are numerous. Although many of the requests have nothing to do with career education, assisting fellow staff members and the public in this regard creates goodwill for the program.

5. A Career Counselor. A job placement coordinator should develop a system for delivering a viable career counseling service to his or her students.

One of the first and greatest frustrations in working with students in a placement capacity is discovering the lack of self-awareness and knowledge about the world of work on the part of students. As each day passes, the coordinator finds the need for more frequent and more in-depth counseling sessions with students. The more this need is filled, the more students hear about it and seek this help.

Over 300 students in New Brunswick came to the placement coordinator for career counseling in one school year, resulting in over 800 counseling sessions.

Any guidance counselor in order to function as a placement counselor should be well versed in career counseling techniques. It is also very helpful to have an industrial/placement background.

6. Academic and Vocational Curriculum Consultant. Probably no one in the school can be more helpful to school staff members in the development and revision of curriculum related to career skills than the placement coordinator. The conscientious coordinator is continually feeding the information received in the course of daily contact with employers to other staff members. What employers are looking for and what they will be looking for in the future are the bread and butter topics that the coordinator deals with, through which he can contribute to making secondary education more relevant.

7. Organizer of the Career Fair. One of the more productive, but time consuming activities for the placement coordinator is running an annual career fair. This activity brings from 50 to 80 representatives of various occupations into the school for a good part of one day. Many variations for this activity have been tried over the years, such as having students sign up to hear two or three different guests during the day. New Brunswick now favors having all occupations in a large area at individual booths (tables), letting students move freely between them. The advantage of this approach is that the student is exposed to many occupations or alternatives that he or she might not have considered. An excellent guide to running a career fair is available through the Central Jersey Industry-Education Council, 71

Main Street, Woodbridge, NJ 07095. Several things stand out as keys to the success of the program. These are:

obtaining data on the career interests of the students beforehand and inviting guests accordingly;

starting to work on the fair at least three months in advance;

giving students an idea of what will happen and who will will be there;

obtaining an evaluation from the participants at the end;

following up with written recognition to all who participated or helped.

Finally, let us look briefly at some of the problems that New Brunswick encountered and which others might encounter in operating a placement service. The first of these involves finding jobs in a community with high unemployment and high competition for part-time jobs from other high schools and from college students. We suggest three things that could help. First, make employers in your community feel that they are educators. In other words, promote the feeling that by hiring and training students they are accomplishing a lot more than getting work done. Ask their advice. Send them letters of recognition. Secondly, don't forget to utilize all sources of job leads. Very often teachers, parents and other students can be helpful in this regard. In New Brunswick we made a special effort to promote the value of part-time work experiences to these groups. We asked their help in finding jobs. We were amazed at the number of teachers who came up with jobs through their neighbors and friends. Many parents

were involved in businesses that could provide job opportunities, and a number of students came up with additional jobs at the places where they worked. The third secret is to know the company thoroughly before you make the initial contact. Such knowledge shows that you have a special interest in their company. Then, match a specific student to the company. The employer will be hard-pressed to turn down a potential employee who perfectly meets his or her needs.

A second problem most placement services will encounter is one of numbers. If you were to survey the students in a typical school and ask them how many desired a part-time job, probably 85 percent would say yes. Rarely are there enough jobs open in a community to go around. How do you select? Who gets the opportunity to interview for the job? For whom do you go out and seek jobs? The State of New Jersey sets a figure of about 200 students as a reasonable work load for a placement coordinator. Over 1,300 students applied for a part-time job in New Brunswick one recent year. We have established the following selection criteria:

First priority goes to special need cases. These are students referred from guidance counselors, administrators, teachers, and those whom the placement coordinator has interviewed, who have emergency types of employment problems. Examples might be the student who must economically have a job in order for him or his family to have necessities; the student who can be prevented from dropping out of school through a job; or the student who because of a mental or physical handicap needs special assistance in getting a job. The next priority goes to students looking for exploratory experience in a specific type of job in order to test their tentative career choice.

Sometimes the request comes directly from the student, and sometimes it is a recommendation as a result of counseling. From this point on the process of selecting is one of weighing such factors as date of application for employment, career interests, skills and attitudes. One of our key questions is "Have you looked for a job on your own and where?" This question provides us with an indication of the level of desire to work, an opportunity to encourage personal initiative and the opportunity to screen students in need of job-seeking skill training.

The last question which should be discussed is the tendency of the school palcement service to act in the same fashion as a commercial employment agency. This involves a tendency to forget who the client is. In the commercial employment agency the employer is the client. Catering to the interests of the employer keeps the job openings and the money coming. In school placement, the same pressures can be placed on the coordinator. Every employer wants the best student in the school. Continued job openings depend on the caliber of student you send. These pressures may extend to whatever racial, ethnic, or sexual biases an employer might have. The coordinator who forgets that his client is the student will find himself falling deeper and deeper into the commercial role.

There are several things the coordinator can do in these situations which won't compromise his role and at the same time allow him or her to continue a good relationship with the employer. The first is to take the time to explain something about the student you are sending for the interview -- why he or she wants to work, or

why some of the student's other attributes can outweigh the fact that the student doesn't possess the "best" technical skill. Secondly, when you send a marginal student, follow up with immediate and frequent visitations and phone calls to see how the student is doing. If the student is not working out, you be the one to pull the student off the job.

The third area concerns discrimination on the part of the employer. This is illegal. There are two positions a coordinator can take when faced with it and only his own conscience can guide him. The first is to tell the employer outright that you cannot by law have anything to do with him, and possibly even bring legal action against him. In such an action you will most likely win the battle but lose the contact. The second alternative is to bring about change in an employer's attitude. Racial, ethnic, and sexual discrimination in business is often the result of a generalization based on one or two bad experiences or on no experience at all. Instead of refusing to talk about it with an employer, ask him or her "Have you had a bad experience?" Again, tell him about the particular student. It may be possible to overcome or eliminate the stereotypes that lead to discrimination.

APPENDICES

A -- PROJECT STAFF JOB DESCRIPTIONS

B -- FLYER FOR STUDENTS

C -- FLYER FOR TEACHERS

D -- PROJECT NEWSLETTERS

E -- TEACHER'S GUIDE TO THE EFFECTIVE USE OF COMMUNITY SPEAKERS

F -- FIELD TRIPS: A TEACHER'S GUIDE

G -- REQUEST FORMS

H -- MATERIALS RECORD FORMS

I -- OCCUPATIONAL INFORMATION OUTLINE

J -- COMMUNITY SURVEY FORM

K -- CACIS COMMUNITY RESOURCES FORMS

APPENDIX A: PROJECT STAFF JOB DESCRIPTIONS

Director of Career Education

General Job Specifications:

The Director of Career Education shall be directly responsible to the Superintendent and will assume responsibility for the overall planning, organizing, supervising and directing all Industrial and Vocational programs for the New Brunswick Public School System including Industrial Arts, Home Economics, Business Education, Agriculture and Employment Orientation programs as related to other departments, and any other areas of Vocational Education.

Specific Duties:

1. Assumes responsibility for the administration of Vocational programs approved by the Superintendnet and the Board of Education.

2. Suggests all fiscal requests and transactions and submits same to the Superintendent for final approval.

3. Assists in interview and selection of personnel when requested to do so.

4. Supervises and evaluates all staff members related to Vocational programs.

5. Acts as liaison between Vocational Advisory Committee and the Board of Education.

6. Prepares proposals for grants and fundings with the Superintendent's and the Board of Education's approval.

7. Makes recommendations to the Superintendent concerning funding and curriculum operations of Vocational programs.

8. Prepares annual reports on activities in Vocational Education programs.

9. Performs other professional duties as assigned by the Superintendnet of Schools.

Qualifications:

Valid New Jersey Principal's Certificate. Minimum of three years work related experience in such areas as Industry or Business. Minimum of three years experience in supervision of Career Education. Knowledge of the total process, philosophy and methods of implementation of Career Development, and its relationship to the total school program.

Supervisor of Career Development

General Job Specifications:

The Supervisor of Career Development reports directly to the Director of Career Education and is responsible for Assisting the Director in the daily operation of the Career Development Program.

Specific Duties:

1. Develop, implement and supervise the Career Guidance program.
2. Daily operation of Career Information Center.
3. Assist in implementing total Career Development Programs.
4. Work with supervisory and teaching personnel in implementing Career Education into the ongoing curriculum.
5. Coordinate activities of Career Information Center with total Career Education concept.

6. Assist in preparation of Career Development budgets.

7. Assist in evaluation of total program.

8. Assist in preparation of program reports.

9. Assist in preparation of statistical reports as required by the district and Vocational Division, New Jersey State Department of Education.

10. Attend workshops sponsored by the New Jersey State Department of Education.

11. Attend meetings required by Vocational Division, State Department of Education.

12. Attend High School Cabinet Meetings.

13. Represent Director at meetings, workshops, etc., when needed.

14. Organize and conduct Career Information Staff Meetings.

15. Make aware to teachers the resources available in local industries.

16. Work with industry and gain their involvement in the form of guest speakers, field trips, jobs, and audio-visual materials.

17. Perform other professional duties as assigned by the Director of Career Education.

Qualifications:

Should hold Master's Degree and have a minimum of one year work related experience in industry and/or business. Should have a basic knowledge of Career Development processes and implications, and have shown an interest in, and knowledge of Career Education through

course work in areas of Vocational Education and Student Personnel Services. Should have some supervisory experience. Should have completed the requirements for certification in Supervision and in Student Personnel Service.

Multi-Media Coordinator
Career Development Program

General Job Specifications:

The Multi-Media Coordinator reports directly to the Administrative Assistant of Career Education and assumes responsibility for developing and coordinating all multi-media activities in the Career Development Program.

Specific Duties:

1. Provide inservice education in the use of educational media as a means of improving instruction.

2. Procure appropriate commercial materials to support the instructional program.

3. Assist teachers and students in producing materials which supplement those availalbe through other sources.

4. Assist Career Development teachers and staff in determining appropriate resources for meeting instructional objectives.

5. Inform Career Development teachers of innovative practices, technological developments and techniques for adopting and using media.

6. Disseminate information about the Career Development Program through workshops, formal presentations, informal discussions, displays, etc.

7. Collect data in order to prepare for anticipated changes in the media program.

8. Determine current media priorities and projects long-term needs.

9. Compile catalogs, bibliographies and other listings of media.

10. Oversee the distribution of equipment and materials.

11. Assist other staff members in producing materials for use by the staff.

12. Assist other Career Information Center staff members in carrying out the functions of the Center.

Qualifications:

Should hold Bachelor's Degree with at least two years of teaching experience. Have at least one year of work related experience and at least twelve credits in multi-media courses. Be familiar with the operation of various types of media equipment.

Audio-Visual Specialist
Career Development Program

General Job Specifications:

The Audio-Visual Specialist reports directly to the Administrative Assistant of Career Education and assumes responsibility for developing, creating and producing visual displays of information concerning the Career Development Program.

Specific Duties:

1. Primary speciality in photography in the following areas: preparing photographs for publications, recording the activities of the program, assisting teachers who are using photography in their curriculum and creating and preapring specific photographic displays for teachers of the program.

2. Graphic Arts -- composing the Newsletter for the program, illustrating aims of the program through the use of posters and bulletin boards and assisting the Multi-Media Coordinator in development of slide presentations.

3. As a member of the Career Information Center the following duties are expected: aid the staff when classes are using the Center, helping the students find information at the Center, discussing careers with students and assisting in ordering and receiving materials concerning photography, graphic arts and the Career Information Center.

4. To assist the Multi-Media Coordinator in the handling of distribution of media equipment and materials and aid in conducting inservice workshops for teachers and inservice eudcation for media and materials.

Qualifications:

Should have Bachelor's degree and at least twelve credits in graphic arts area. Have at least one year of work related experience and at least one year of experience in the field of graphic arts.

APPENDIX B: FLYER FOR STUDENTS

GET CAREER POWER !

VISIT OUR NEW CAREER RESOURCE CENTER LOCATED IN THE LIBRARY.

Filmstrips

Records

Microfilm

Tapes

Books

Career games

ALL AVAILABLE FOR YOUR USE.

TRY US. YOU'LL LIKE IT !

CAREER DEVELOPMENT PROGRAM
NEW BRUNSWICK PUBLIC SCHOOLS

APPENDIX C: FLYER FOR TEACHERS

TO: All Teachers

FROM: Career Information Center

RE: Use of Center

For those of you who have not been to the Center, we are located in Room 129. Please stop in.

To date we have worked with teachers in the following areas:

Field Trips

Speakers for various classes

Uses of video tape for:

1. Simulated interviews
2. Producing commercials
3. Student projects
4. Student Productions
5. Taped Science demonstrations
6. Taped student role playing activities

Provided other audio-visual aids

Provided resource material for curriculum development.

Feel free to send students to us. We would appreciate, if you would post a career poster in your classroom.

C A N W E H E L P Y O U?

APPENDIX D: PROJECT NEWSLETTERS

CAREER DEVELOPMENT PROGRAM
NEW BRUNSWICK PUBLIC SCHOOLS

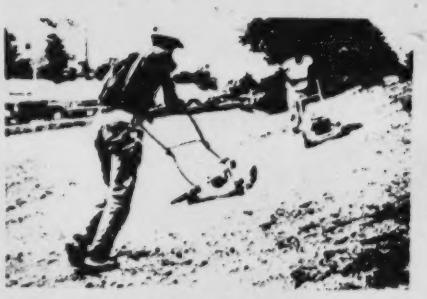
NEW BRUNSWICK VIEWS

Charles H. Durant III, Superintendent of Schools

George F. Meyer, Director of Career Education

VOL. 4 FALL 1974 NO. 1

Students Learn While They Earn



Fifty-four students earned $11,265 while participating in this year's Coupled Summer Work Study Program, a component of the Career Development Program.

Students were exposed to occupations in office work, auto mechanics, machine shop, carpentry, graphic arts and ornamental horticulture. Enrollees spent two hours a day studying their selected occupation in the classroom, then reported to their assigned work areas for five hours of work. They received $2.00 an hour for their services.

The program was designed to permit students to change their selection of occupational training at any time in order to gain maximum exposure to potential jobs. Twelve teachers were involved as classroom teachers or in supportive roles. Ed Wascavage directed the program.

As a Language Arts Project, pupils in Mrs. Mitchell's first grade T4C class at McKinley School are making leather wrist bands with their names on them.

29 T4C Teachers Begin New Year

Twenty-nine teachers are involved in Technology for Children, the elementary level component of the Career Development Program.

The T4C Coordinator is working closely with these teachers to incorporate T4C learning center activities into their instructional units. Efforts are being concentrated on Social Studies and Science units.

T4C objectives include the achievement of better self-awareness, the development of a better understanding of technology and the attainment of a more meaningful level of academic skills.

APPENDIX E: TEACHER'S GUIDE TO THE EFFECTIVE USE OF COMMUNITY SPEAKERS

Who are Community Speakers? . . . . . .

Why Use Community Speakers? . . . . . .

How to Secure Community Speakers. . . . . .

Now that You've Secured a Speaker . . . . . .

Do's and Don'ts . . . . . .

WHO ARE COMMUNITY SPEAKERS?

Community Speakers are men and women representing local industries, businesses, organizations and professions. They have volunteered their services to students and teachers of the New Brunswick Schools.

Information provided by them can help your students become more aware of reality and what to expect in the world outside the classroom.

We hope that this booklet will help you in deciding how and where to use these resources.

WHY USE COMMUNITY SPEAKERS?

1. To secure up-to-date information concerning
   -- new techniques in your field
   -- practical applications
2. To gain knowledge of careers that relate to your subject field.
3. To better understand community affairs
   -- Federal, state and local government services and regulations
   -- Clubs, civic associations and organizations
4. To bring first-hand information into the classroom.
5. To relate extra-curricular activities to appropriate community organizations.

HOW TO SECURE COMMUNITY SPEAKERS

1. Determine specific objectives.
2. Request Principal's permission.
3. Select firm or organization from the Community Resources Workshop.
4. Write or call the individual in charge, or contact the Career Information Center at Ext. 849.
   - -- provide the speaker with all the facts he will need
   - -- size of group
   - -- grade
   - -- subject
   - -- topic
   - -- time duration
   - -- date and time
   - -- location of school
5. Confirm the arrangements one or two days prior to the scheduled date of the meeting.

NOW THAT YOU'VE SECURED A SPEAKER

Before he or she arrives:

1. Explain to the students why the speaker was invited.
2. Have the students be aware that they will be expected to ask questions.
3. Encourage them to prepare some questions in advance.
4. Stress the importance of behavior to students.
5. Secure all necessary sudio-visual aids.
6. Assign a student to greet the guest.

While he or she is there

1. Have someone tape record the session (for later use and evaluation).
2. Encourage students towards being inquisitive (in relation to subject).
3. Act as moderator.

After he or she leaves

1. For the students
   - -- hold a discussion about the meeting
   - -- cover all highlights
   - -- evaluate the presentation
2. For the speaker
   - -- send him a letter of appreciation for his visit
   - -- inform him or her of the complimentary results of your evaluation
3. For the Career Information Center
   - -- inform the Center of impressions and results so that others may benefit from your experineces.

DO

-- determine a definite date and time before contacting the speaker

-- confirm the date in writing after arrangements have been made

-- contact the speaker a day or so before to confirm meeting

-- be sure the speaker knows what you expect him to talk about

-- be sure the speaker has adequate directions for finding the school and the meeting place

-- see that the speaker is welcomed and properly introduced. If possible, a cup of coffee might be welcomed before or after a mid-morning appearance.

DON'T

-- keep a speaker waiting

-- assume the speaker knows anything about your audience; be sure he does.

-- schedule a speaker early in the morning or late in the afternoon, especially if he has to travel far.

-- assign students to hear a speaker if they have no interest in what he has to say, or do not know why he is talking to them.

THIS GUIDE WAS COMPILED BY THE CENTRAL JERSEY INDUSTRY-EDUCATION COUNCIL, 71 MAIN STREET, WOODBRIDGE, NJ 07095.

APPENDIX F: FIELD TRIPS: A TEACHERS' GUIDE

What is a Field Trip? . . . . . .

Why Take A Field Trip. . . . . .

How to Plan an Effective Field Trip . . . . . .

What To Look For. . . . . .

Was It Worth It? Evaluation and Follow Up . . . . . .

Suggested Field Trip Areas. . . . . .

Walking Tours for Elementary. . . . . .

Check List. . . . . .

WHAT IS A FIELD TRIP?

For the purpose of this manual, a Field Trip is defined as an educational activity in which students leave the classroom for an experience which provides for direct observation and investigation of activities outside of their regularly scheduled room, and which relate to the objectives intended for the sponsor of the trip. It may be walking a tour through one's immediate area, a visit to neighborhood parks, natural areas, museums, historical sites, municipal buildings, libraries, hospitals, or an excursion to local industrial plants, business, organizations or professional centers.

In effect, it is an extension of the learning environment.

WHY TAKE A FIELD TRIP?

Why take a field trip? As a conscientious teacher, you realize that in your attempt to create a learning situation for the student, there is a limit to what can be done within the traditional walls of a classroom. Therefore, students can become more effectively stimulated if they are given a realistic opportunity to visit and see a "real" work situation. This field trip will complement the material discussed in the classroom by enabling students to make observations about the relationship between eudcation and industry.

Students will also gain an insight into the cultural values of their community.

HOW TO PLAN AN EFFECTIVE TRIP

1. List and clarify teaching objectives.
2. Select destination.
3. Obtain administrative approval.
4. Elicit from the students a list of specific purposes for trip.
5. Contact place to be visited, get name of contact and discuss the following items:
   a. date
   b. time of arrival
   c. duration of trip
   d. size of group that can be accommodated
   e. purpose of trip
   f. luncheon accomodations, if needed
   g. number of chaperones required.
6. Write a letter of confirmation.
7. Make a preliminary visit to host to gain a better understanding of what the location has to offer.
   a. make detailed plans
   b. discuss itinerary
   c. obtain available materials (brochures, literature, pictures).
8. Arrange transportation.
   a. cost
   b. schedule
9. Have signed parental permission forms.
10. Invite chaperones.
11. Prepare students:
    a. discuss value of note taking and picture taking. (obtain permission).

b. anticipate questions concerning activities being observed (construct a questionnaire, if desired).

c. discuss guide lines for trip behavior.

1. dress and grooming

2. bus behavior

3. courtesy towards host and chaperones

4. obedience of safety rules

d. re-check itinerary and times for arrival and departures.

12. Determine total cost of trip (lunch, souvenirs, bus, admission fee, etc.).

WHAT TO LOOK FOR

A. Employment Policies.

1. Variety of entry level job opportunities available.
2. Skills and education required.
3. Employment attitudes.
4. Dress.
5. Working conditions.
6. Hazards -- safety program.
7. Salaries.
8. Promotion potential.
9. Relation to career planning.
10. Benefits (education, union, med.-surg., holidays, sick-pay, advancement, pension plans, etc.)

B. Processes.

1. Source of raw material.
2. Products and uses.
3. Warehousing and storage facilities.
4. Methods and distribution.
5. Effects of automation.

C. Cultural Values.

1. Aesthetic benefits to the community.
2. Community activities it sponsors.
3. Implications for leisure time.

WAS IT WORTH IT? EVALUATION AND FOLLOW-UP

A. Things to do after the trip.

1. Send a thank you letter to the host.
2. Using your objectives as a basis conduct an evaluation with your students to determine the impact of the experience. Ask questions that will determine if the students can:
   a. Indicate the relationship between the field trip experience and the material they are currently studying.
   b. List and describe the nature and/or activities they observe.
   c. Identify data collected that could influence career choices.
   d. Identify data collected that might influence leisure time activities.
   e. Point out dimensions of the experience that could be adopted to regular educational experiences.
   f. List questions that could have been asked, but were not.
   f. Compare and/or contrast this visit with others of a similar nature to determine its uniqueness.
3. Invite the host or someone in a similar field to meet with the class to discuss and answer any questions that might have been generated following the visit.
4. Relate the experiences to specific activities.
5. Inform the Career Information Center of your impressions so that it may make more valid recommendations in the future.

SUGGESTED FIELD TRIP AREAS

1. Community industrial plants.
2. Banks and Savings & Loan Associations.
3. Newspapers.
4. Fire and Police Departments.
5. Theaters and Museums.
6. Parks and historic sites.
7. Airports.
8. Hospitals.
9. Public Utilities.
10. Dairies.
11. Radio stations.
12. Local businesses.

WALKING TOURS FOR ELEMENTARY SCHOOL CHILDREN

The elementary school child is not too young to be made aware of his economic society and his community life. He should be exposed to the fact that he, as an INDIVIDUAL, has a place in the world which will largely be determined by his job choice as an adult.

Walking tours offer unlimited opportunities to expand and expose the flexible mind of the elementary child to the work world and the aesthetic domain. On this level of learning, a well-planned walking tour may be far more successful and enlightening than a tedious bus trip. It cost nothing, can be accomplished quickly, and may be terminated when the child's short attention span has reached its limit.

During a properly-directed walking tour, an awareness of the immediate surroundings can be developed. Depending upon the instructor's objectives, a host of tangible and intangible things may be observed and remembered.

For example:

landscaping

architecture

construction

small businesses

industry

municipal services (mailman, policeman, garbage collectors, local government, etc.)

recreation areas, etc.

SUGGESTED LOCAL AREAS TO VISIT:

Community Helpers: Town Hall, Police Department, Health Center, Library, Fire Department, First Aid Squad

Industry and Small Business

Historical Sites

Houses of Worship

Recreation Areas

CHECK LIST:

Plan objectives wisely

Get administrative approval

Confirm arrangements

Prepare students for field trip

Plan follow-up learning situation

See that students are properly supervised

Thank host before leaving

THIS GUIDE WAS DEVELOPED BY THE CENTRAL JERSEY INDUSTRY-EDUCATION COUNCIL, 71 Main Street, Woodbridge, NJ 07095.

APPENDIX G: REQUEST FORMS

CAREER DEVELOPMENT PROGRAM

SPEAKER REQUEST

TEACHER:_____ DEPT:_____

TOPIC FOR SPEAKER:_____

_____

_____

DATES PREFERRED: 1st Choice --_____

2nd Choice --_____

3rd Choice --_____

TIME: From:_____ To:_____

ANYONE IN PARTICULAR YOU WOULD LIKE TO CONTACT?_____

RESPONSIBILITIES OF TEACHERS:

1. FOLLOW APPROVED SCHOOL PROCEDURE
2. FOLLOW-UP CALL TO SPEAKER
3. GIVE EXACT DETAILS AS TO WHAT YOU EXPECT
4. GIVE DIRECTIONS TO YOUR CLASSROOM

RETURN TO:

CAREER DEVELOPMENT PROGRAM

FIELD TRIP REQUEST

TEACHER:_____ Dept.: _____

TRIP TO:_____

_____

DATE:_____

TIME DEPARTING:_____ TIME LEAVING:_____

NUMBER OF STUDENTS:_____

BUS COMPANY USED_____ COST:_____

PURPOSE OF TRIP:_____

_____

_____

_____

TEACHERS ARE RESPONSIBLE FOR:

1. Following school approved procedure for field trip
2. Making all arrangements with bus company
3. Photograph trip and tape record interviews

RETURN TO:

CAREER DEVELOPMENT PROGRAM

MATERIALS REQUEST

TEACHER:_____ DEPT.: _____

	TYPE	TITLE
MATERIALS:	_____	_____
	_____	_____
	_____	_____
	_____	_____

DATES PREFERRED: 1st Choice -- _____

2nd Choice -- _____

TIME: From:_____ To: _____

RESPONSIBILITIES OF TEACHERS:

1. Pickup and return materials (High School only)
2. Handle materials carefully

RETURN TO:

CAREER DEVELOPMENT PROGRAM

EQUIPMENT REQUEST

TEACHER:_____ DEPT.:_____

TYPE(S) of EQUIPMENT:_____

_____

DATES PREFERRED: 1st Choice -- _____

2nd Choice -- _____

TIME: From:_____ To: _____

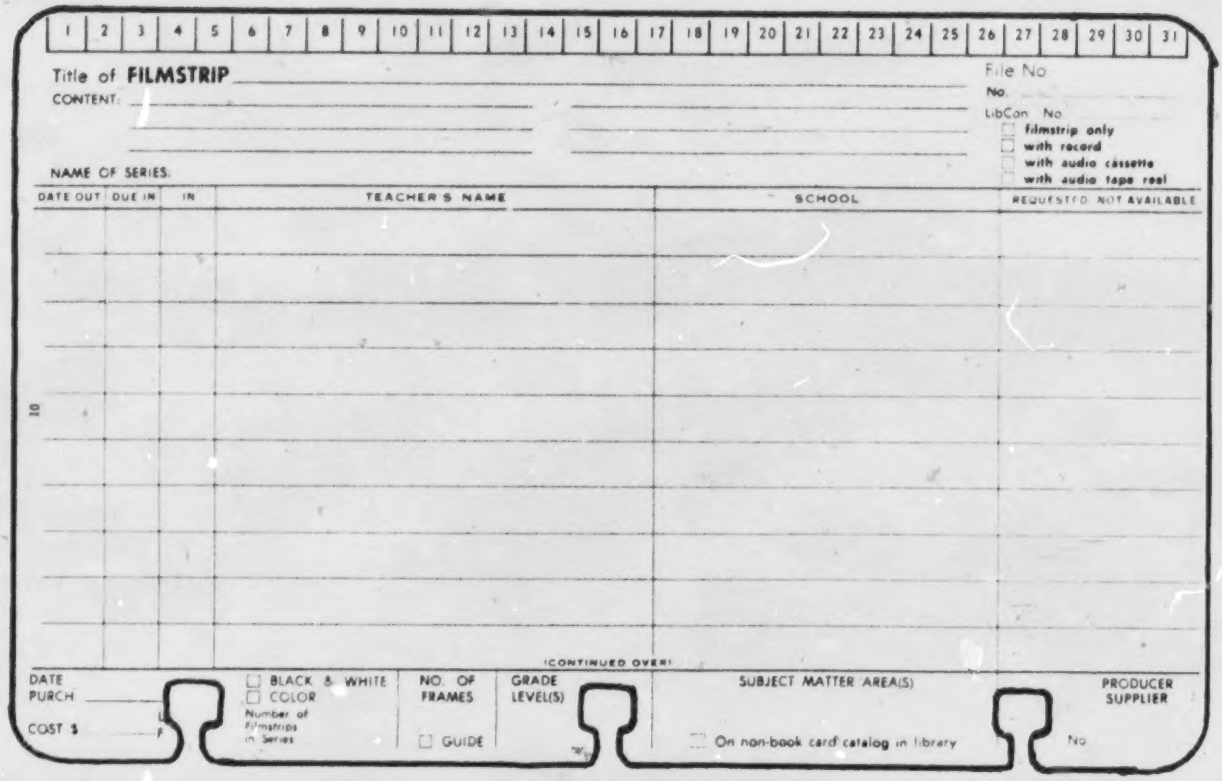
RESPONSIBILITIES OF TEACHERS:

1. In unfamiliar with the equipment, contact the career information center for instructions.

2. Before using the VTR equipment, notify the multi-media coordinator of the type of activities you will be pursuing.

RETURN TO:

APPENDIX H: MATERIALS RECORD FORMS


1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31
Title of FILMSTRIP
CONTENT:
File No
No.
LibCon No
filmstrip only
with record
with audio cassette
with audio tape reel
NAME OF SERIES:
DATE OUT
DUE IN
IN
TEACHER'S NAME
SCHOOL
REQUESTED NOT AVAILABLE
10
(CONTINUED OVER)
DATE PURCH
COST $
BLACK & WHITE
COLOR
Number of Filmstrips in Series
NO. OF FRAMES
GUIDE
GRADE LEVEL(S)
SUBJECT MATTER AREA(S)
On non-book card catalog in library
PRODUCER SUPPLIER
No.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31

Title of **RECORD** _____ MUSIC VOCAL: _____ File No. _____

CONTENT: _____ COMPOSER: _____ DD No. _____

_____ No. _____

TITLE REVERSE SIDE

DATE OUT	DUE IN	IN	TEACHER'S NAME	SCHOOL	REQUESTED, NOT AVAILABLE

(CONTINUED OVER)

DATE PURCH	RPM	RECORD SIZE	GRADE LEVEL(S)	SUBJECT MATTER AREA(S)	PRODUCER SUPPLIER
COST $ _____ L F					No. _____

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31

Title of **TAPE RECORDING** _____

CONTENT: _____

File No. _____

No. _____

LibCon No. _____

- ☐ reel
- ☐ cassette
- ☐ cartridge
- ☐ video

DATE OUT	DUE IN	IN	TEACHER'S NAME	SCHOOL	REQUESTED; NOT AVAILABLE

12

(CONTINUED OVER)

DATE PURCH. — or — RECORDED _____

COST $ _____ F

TRACKS _____

LENGTH _____

- ☐ MONAURAL
- ☐ STEREO
- ☐ _____

SPEED _____

TIME _____

GRADE LEVEL(S)

SUBJECT MATTER AREA(S)

PRODUCER SUPPLIER

No. _____

☐ Own Recording

APPENDIX I: OCCUPATION INFORMATION OUTLINE

1. NAME OF OCCUAPTION_____
2. LIST AS MANY JOBS RELATED TO THIS OCCUPATION AS YOU CAN
   a. _____ b. _____ c._____ d. _____
   e. _____ f. _____ g._____ h. _____
3. INVESTIGATE THE OCCUPATION WITH RESPECT TO THE FOLLOWING FACTS:
   a. Nature of the Work (What daily tasks are actually performed?)

      _____
      _____
      _____
      _____

   b. Interests and Aptitudes Required (What things should you be able to do well? What things should you like to do?) _____

      _____
      _____
      _____

   c. Education Required (What subjects will you need to study? Is high school graduation required? A college degree? Technical training?)_____

      _____
      _____
      _____

   d. Other Requirements (Work experience, union membership, special examinations, licenses, etc.) _____

      _____
      _____
      _____

e. Working Conditions (Is the work inside or outside, clean or dirty, heavy or light, etc.? What are the hours? Are there health or safety hazards?)_____

_____

_____

_____

f. Job Locations and Employment Trends (Where would the best job opportunities be? How many workers are employed in this occupation nationally and locally? What is the demand for workers? Is the demand increasing or decreasing?) _____

_____

_____

_____

g. Wages and Opportunities for Advancement (What is the starting wage? The top wage? What are chances for promotion? Are there benefits or compensation for illness, accidents, unemployment, old age?) _____

_____

_____

_____

h. Social Importance (In what way is this job useful to society?) _____

_____

_____

_____

i. Personal Advantages (What do you like about this job?) _____

_____

_____

_____

j. Personal Disadvantages (What do you dislike about this job?) _____

_____

_____

_____

APPENDIX J: COMMUNITY SURVEY FORM

Date_____

Company_____

Address_____

_____

Phone_____

Contact_____

Title_____ Ext._____

Major Product or

Service_____

R	JOB TITLE			
E	RESIDENT OF STATE			
Q	LANGUAGE			
U	LICENSE REQUIRED			
I	REFERENCES NEEDED			
R	EDUCATION NEEDED			
E	AGE			
M	SEX			
E	HEALTH			
M	EXPERIENCE			
T	PHYSICAL			
S	SKILLS			
	TESTING			
B	HOSPITALIZATION			
E	INSURANCE			
N	UNIONS o/c			
E	VACATIONS			
F	PENSIONS			
I	SAVINGS			
T	TUITION PLAN			
S				
M	OPENINGS			
I	FULL/PART TIME			
S	ADVANCEMENT POTENTIAL			
C	C.I.E.			
	APPRENTICESHIP			

OTHER DATA

Speakers			
Field Trips			
A.V. Material			
Scholarships			
Future Corporation Plans			
Reaction to Graduates			

Would you be willing to participate in

A. Job Opportunity Forum

B. Career Guidance Fair

APPENDIX K: CACIS COMMUNITY RESOURCES FORMS

CACIS - RESOURCES

Community Resources Information Form

District_____

Schools_____

County_____

1. Accession Number_____
2. Author_____
3. Title_____
4. Subject_____
5. Cross Reference One_____
6. Cross Reference Two_____
7. Cross Reference Three_____
8. Retrieval Number_____
9. LOCATION_____
10. Number copies_____
11. Grade Level_____
12. Cost_____
13. Project_____
14. Acquisition Date_____
15. Curriculum_____
16. Publishing Date_____
17. D.O.T. Code_____
18. Annotation:_____

_____

_____

_____

19. Geographical Coverage:_____

_____

_____

CACIS - PEOPLE

Community Resources Information Form

District_____

School_____

County_____

Accession Number_____

1. Name_____
2. Street_____
3. Town_____ State_____
4. Zip Code_____
5. Company_____
6. Home Telephone Number_____
7. Business Telephone_____ Extension_____
8. Job Title about which information is available (D.O.T. numbers)
   1. _____:_____
   2. _____:_____
   3. _____:_____
9. Primary Curriculum area to which this person may be related:

   _____
10. Hours person is available

    From_____:_____

    To _____:_____
11. Available Grade Levels: From_____ To_____
12. Maximum Group Size_____
13. Geographical Coverage_____
14. Lead Time Required _____ Days
15. Category of Person_____

CACIS - COMPANY / AGENCY

Community Resources Information Form

District_____

School_____

County_____

Accession Number_____

1. Name of Company_____
2. Person to Contact_____
3. Street_____
4. Town_____ State_____
5. Zip Code_____ Telephone_____
6. Primary D.O.T. Code_____:_____
7. Standard Industrial Code_____
8. Primary Curriculum Area to which this service may be realted

   _____

9. Hours Resource is available: (Use military time)

   From_____:_____ To_____:_____

10. Available Grade Levels: From_____ To_____
11. Maximum Group Size_____
12. Does company/agency provide transportation: yes_____ no_____
13. Food: yes_____ no_____
14. Lead time required_____ Days
15. Number of students for each chaperone_____
16. Special Regulations: yes_____ no_____
17. Documentation: Audio Tape_____ Video Tape_____ Pictures_____

    Notes_____

18. Type of service_____
19. Geographical Coverage:_____